



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1508 N. 10th Avenue, San Luis, AZ 85349

Gadsden Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Underperforming
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jose J. Urena
Schedule : 07:00 AM to 04:00 PM
Grades : K-6
Web Address : www.gesd32.org/dvs
Phone Number : (928) 627-6915
Fax Number : (928) 627-1190
E-mail : jurena01@hotmail.com

Mission

Desert View Elementary School will encourage students to value lifelong learning, provide developmental experiences and instill strong motivation to improve student achievement. We will inspire students to value education by empowering their ability to learn. We will promote collaboration between parents, teachers, and staff in order to provide a safe and secure learning environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 N/A

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To improve student performance by 10% in the academic areas of reading, writing and mathematics. This goal will be measured by the District Benchmarks and AIMS-DPA Achievement Tests.
- ü To focus on the educational purpose of assessment: analyze data, diagnose student and instructional needs, establish quarterly assessments. Success will be measured by the AIMS-DPA, DIBELS and District benchmarks.

Enrollment

October 1, 2005 School Year Student Enrollment : 639
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 652

Instructional Programs

- ü McGraw-Hill Reading Program
- ü Gifted and Talented Education
- ü 5th and 6th Grade Band (Violin Class)
- ü On-site Special Education
- ü Math Learning Center
- ü Accelerated Math & Accelerated Reader
- ü 'Write Up A Storm'
- ü Technology classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

An environment centered around our children that promotes multicultural awareness. Provide equitable and developmentally appropriate instruction for all students. Establish high expectations and educational goals. Promote a safe, positive learning atmosphere. Establish on-going communication between the home and the school.

Parents

Teach students to be responsible and accountable for their own behavior. Ensure students attend school on a daily basis. Encourage, support and celebrate student success. Actively participate in school functions, such as parent/teacher conferences and open house. Provide for the basic physical and emotional needs of their children as well as model the importance of education and learning.

Transportation Policy

The school will provide transportation to and from school for all K-3 students and those 4th-6th grade students who reside outside a one mile radius of the school and within the Gadsden School District attendance boundaries. Transportation will be provided for students with disabilities as well.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Teacher of the Year Nomination	2002
ü Spanish Spelling Bee Finalist	2002
ü Teacher Exchange Program with Oaxaca, Mexico	2003
ü Teacher Exchange Program with Oaxaca, Mexico	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	500	80010	99	98	99	412	420	447	29	23	10	28	26	18	42	47	53	2	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	245	38935	100	99	99	421	424	447	18	18	9	29	27	19	49	50	55	4	5	17
Male	50	255	40974	98	98	98	402	415	448	40	28	11	26	26	18	34	44	52	NA	2	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	105	500	34545	99	98	99	412	420	432	29	23	14	28	26	24	42	47	53	2	3	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	NC	50	10161	NC	89	93	NC	393	419	NC	52	28	NC	28	28	NC	20	36	NC	NA	8
Students without Disabilities	99	450	69849	100	100	100	414	422	451	25	20	7	28	26	17	44	50	56	2	4	19
Limited English Proficient Students	74	348	14013	97	97	97	403	408	413	34	30	24	34	33	34	31	37	39	1	1	3
Migrant Students	18	73	603	100	96	96	413	413	417	28	29	22	33	30	32	39	40	42	NA	1	4
Economically Disadvantaged	104	497	39029	98	98	98	411	420	432	29	23	14	28	26	25	41	47	52	2	3	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	497	79438	100	98	98	404	414	451	37	26	9	31	37	24	31	35	56	1	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	245	38775	100	99	99	414	421	457	25	19	7	38	38	22	36	40	58	NA	3	13
Male	51	252	40560	100	97	97	394	407	446	49	33	12	24	35	25	25	30	54	2	2	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	106	497	34297	100	98	98	404	414	434	37	26	14	31	37	31	31	35	50	1	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	NC	46	9588	NC	82	88	NC	381	416	NC	48	30	NC	41	32	NC	11	34	NC	NA	5
Students without Disabilities	99	451	69850	100	100	100	407	417	456	33	24	7	32	36	23	33	37	59	1	3	12
Limited English Proficient Students	75	345	13856	99	96	96	391	398	407	45	35	27	32	41	43	23	23	29	NA	1	1
Migrant Students	18	72	600	100	95	96	410	403	418	33	32	22	33	43	38	33	24	39	NA	1	2
Economically Disadvantaged	105	494	38685	99	97	97	403	414	435	37	26	14	31	37	32	30	34	50	1	2	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	491	79971	97	97	99	376	391	423	17	16	8	53	48	41	29	36	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	246	38974	100	99	99	399	407	437	9	12	5	53	41	33	38	47	57	NA	0	4
Male	48	245	40895	94	94	98	350	374	410	27	20	10	54	55	47	19	25	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	103	491	34481	97	97	99	376	391	410	17	16	10	53	48	46	29	36	43	NA	0	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	NC	48	10258	NC	86	94	NC	327	377	NC	40	23	NC	46	51	NC	15	25	NC	NA	1
Students without Disabilities	96	443	69713	97	98	100	382	396	429	16	13	5	53	48	39	31	39	52	NA	0	3
Limited English Proficient Students	73	342	13985	96	96	97	360	372	382	23	21	18	55	53	54	22	26	27	NA	NA	0
Migrant Students	18	74	608	100	97	97	373	362	389	17	26	16	61	53	50	22	22	33	NA	NA	0
Economically Disadvantaged	102	488	38994	96	96	98	375	390	409	18	16	10	54	48	47	28	36	41	NA	0	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	506	80147	100	100	99	442	448	482	28	23	11	29	28	17	38	43	49	4	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	256	39281	98	100	99	449	451	483	22	21	9	31	27	17	43	46	50	4	5	24
Male	41	250	40780	100	100	98	431	446	482	37	25	12	27	29	17	32	39	48	5	7	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	95	504	33494	100	100	99	442	448	466	28	23	15	29	28	23	38	43	49	4	6	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	50	10295	NC	98	92	NC	406	443	NC	66	33	NC	18	26	NC	14	33	NC	2	8
Students without Disabilities	87	456	69852	100	100	100	444	453	488	25	18	7	32	29	16	38	46	51	5	7	26
Limited English Proficient Students	79	378	12722	100	99	97	433	436	441	33	30	27	32	31	33	33	37	37	3	2	3
Migrant Students	13	90	622	100	99	97	453	449	454	23	26	19	23	23	30	46	43	43	8	8	8
Economically Disadvantaged	94	503	38371	100	99	97	442	449	465	28	23	15	30	28	23	38	43	49	4	6	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	501	79686	100	99	98	419	430	470	39	30	11	38	37	24	23	32	57	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	255	39163	98	100	99	426	436	475	31	25	9	43	36	22	26	37	60	NA	1	10
Male	41	246	40438	100	98	97	410	424	465	49	35	13	32	38	25	20	26	54	NA	1	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	95	499	33299	100	99	98	419	430	452	39	30	17	38	37	32	23	31	47	NA	1	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	45	9808	NC	88	87	NC	392	432	NC	73	35	NC	13	32	NC	13	30	NC	NA	3
Students without Disabilities	87	456	69878	100	100	100	420	433	475	38	26	8	39	39	23	23	33	61	NA	1	9
Limited English Proficient Students	79	373	12594	100	98	96	411	417	422	46	38	34	38	43	45	16	20	21	NA	NA	0
Migrant Students	13	88	611	100	97	95	426	435	439	38	26	22	31	33	39	31	40	37	NA	1	2
Economically Disadvantaged	94	498	38095	100	98	97	419	430	452	38	30	17	38	37	32	23	32	48	NA	1	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	501	80372	100	99	99	420	439	475	17	12	4	45	43	30	38	45	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	256	39452	98	100	99	431	456	488	15	7	3	41	37	22	44	56	72	NA	NA	3
Male	40	245	40836	100	98	98	405	421	464	20	17	6	50	49	37	30	34	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	94	499	33608	100	99	99	420	439	462	17	12	6	45	43	36	38	45	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	45	10526	NC	88	94	NC	357	427	NC	44	15	NC	40	53	NC	16	31	NC	NA	1
Students without Disabilities	87	456	69846	100	100	100	420	446	482	17	9	3	45	43	26	38	48	69	NA	NA	2
Limited English Proficient Students	78	373	12747	100	98	97	409	425	432	21	15	12	47	51	52	32	35	36	NA	NA	0
Migrant Students	13	88	621	100	97	97	427	439	452	23	11	9	38	42	40	38	47	51	NA	NA	0
Economically Disadvantaged	93	498	38521	99	98	98	419	439	461	17	12	6	44	43	38	39	45	55	NA	NA	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	544	79306	96	98	99	459	472	504	33	27	13	36	31	20	28	38	49	3	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	266	38845	98	99	99	459	471	505	38	29	11	32	29	20	28	38	50	2	5	18
Male	64	278	40383	94	97	98	459	473	504	30	25	14	39	33	19	28	38	47	3	4	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	114	543	32673	96	98	99	459	472	487	33	27	18	36	31	25	28	38	46	3	4	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	14	59	10286	88	88	91	409	434	462	86	66	41	14	24	27	NA	10	27	NA	NA	5
Students without Disabilities	100	485	69020	97	99	100	464	476	510	26	22	9	39	32	18	32	42	52	3	5	21
Limited English Proficient Students	85	345	10291	97	97	96	451	456	458	39	37	38	39	37	34	20	26	26	2	1	2
Migrant Students	13	89	630	93	96	95	469	471	478	23	30	24	38	25	27	31	40	43	8	4	6
Economically Disadvantaged	114	541	37437	96	97	97	459	472	486	33	26	19	36	31	26	28	38	46	3	4	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	545	79000	97	98	98	441	452	489	31	27	10	53	41	24	14	31	58	2	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	266	38774	98	99	99	450	454	494	22	23	7	52	42	22	24	34	61	2	1	10
Male	65	279	40150	96	97	98	434	450	485	38	30	12	54	41	25	6	28	55	2	2	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	115	544	32508	97	98	98	441	452	472	31	27	15	53	41	33	14	31	49	2	1	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	15	60	9991	94	90	88	398	417	449	73	63	33	27	27	36	NA	10	29	NA	NA	2
Students without Disabilities	100	485	69009	97	99	100	446	456	495	25	22	6	57	43	22	16	33	62	2	1	10
Limited English Proficient Students	86	346	10199	98	97	95	431	436	439	41	38	35	56	47	47	1	14	18	2	1	0
Migrant Students	14	90	629	100	97	95	442	451	457	21	23	22	64	46	41	14	31	37	NA	NA	1
Economically Disadvantaged	115	542	37234	97	97	97	441	452	472	31	27	15	53	41	33	14	31	50	2	1	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	548	79611	95	99	99	437	454	496	26	18	7	52	52	37	22	30	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	266	39016	96	99	99	468	475	511	16	10	4	47	53	29	37	37	66	NA	NA	1
Male	64	282	40519	94	98	98	414	434	482	33	26	10	56	51	44	11	23	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	113	547	32855	95	99	99	437	454	481	26	18	10	52	52	43	22	30	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	14	64	10664	88	96	94	355	403	440	57	36	23	43	55	54	NA	9	22	NA	NA	1
Students without Disabilities	99	484	68947	96	99	100	446	460	504	21	15	4	54	52	34	25	33	61	NA	NA	1
Limited English Proficient Students	84	348	10362	95	98	97	423	432	438	31	24	22	55	61	57	14	15	21	NA	NA	NA
Migrant Students	14	91	636	100	98	96	425	451	467	29	19	14	50	55	47	21	26	38	NA	NA	0
Economically Disadvantaged	113	545	37626	95	98	98	437	454	479	26	18	10	52	52	45	22	30	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	566	79327	99	99	98	496	493	518	29	30	19	24	25	20	41	40	46	5	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	291	38961	98	99	98	498	495	520	26	26	16	25	26	20	43	43	48	7	5	16
Male	50	275	40295	100	99	97	492	491	516	32	33	21	24	24	19	40	38	44	4	5	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	111	564	32327	99	99	98	496	493	499	29	30	27	24	25	25	41	40	41	5	5	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	--	NC	36373	--	NC	98	--	NC	538	--	NC	10	--	NC	14	--	NC	52	--	NC	25
Students with Disabilities	NC	39	9321	NC	93	87	NC	462	467	NC	67	54	NC	13	22	NC	21	21	NC	NA	3
Students without Disabilities	109	527	70006	99	100	100	496	496	524	28	27	14	24	26	19	42	42	49	6	5	18
Limited English Proficient Students	72	336	9431	97	98	95	485	476	466	38	43	53	26	29	27	35	26	18	1	1	1
Migrant Students	17	102	635	89	98	94	490	488	488	29	30	31	24	29	29	47	39	36	NA	1	4
Economically Disadvantaged	109	563	37097	97	99	97	496	493	498	28	29	27	25	25	25	41	40	41	6	5	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

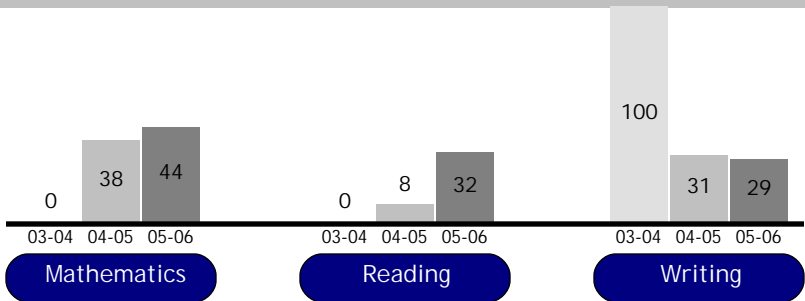
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	567	79501	100	99	98	466	467	497	25	23	10	38	40	25	36	37	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	292	39062	100	100	99	471	471	502	23	20	8	34	38	23	44	42	64	NA	0	5
Male	50	275	40368	100	99	98	460	462	491	28	27	13	44	42	27	26	31	57	2	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	112	565	32389	100	99	98	466	466	478	25	23	16	38	40	34	36	36	48	1	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	--	NC	36446	--	NC	99	--	NC	516	--	NC	4	--	NC	15	--	NC	73	--	NC	7
Students with Disabilities	NC	39	9411	NC	93	88	NC	431	453	NC	56	36	NC	33	36	NC	10	26	NC	NA	1
Students without Disabilities	110	528	70090	100	100	100	467	469	502	25	21	7	38	40	24	36	38	65	1	1	5
Limited English Proficient Students	73	337	9401	99	99	94	448	445	443	36	37	40	49	49	46	15	14	14	NA	NA	0
Migrant Students	17	102	642	89	98	95	467	462	465	18	22	24	47	48	41	35	29	35	NA	1	0
Economically Disadvantaged	110	564	37183	98	99	97	466	467	479	25	23	16	39	40	34	35	36	49	1	1	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	569	80000	100	100	99	554	542	564	4	6	3	9	15	11	81	73	75	6	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	294	39288	100	100	99	567	556	579	3	5	2	5	8	6	84	79	77	8	9	16
Male	50	275	40644	100	99	98	539	526	549	4	7	4	14	22	15	78	68	74	4	4	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	112	567	32672	100	100	99	554	541	548	4	6	4	9	15	14	81	73	76	6	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	--	NC	36602	--	NC	99	--	NC	579	--	NC	2	--	NC	7	--	NC	75	--	NC	16
Students with Disabilities	NC	42	9919	NC	100	93	NC	485	505	NC	14	9	NC	36	35	NC	48	54	NC	2	2
Students without Disabilities	110	527	70081	100	100	100	555	546	571	4	5	2	8	13	7	82	75	79	6	7	12
Limited English Proficient Students	73	339	9571	99	99	96	532	513	502	5	9	10	14	23	29	81	67	60	NA	1	1
Migrant Students	17	102	654	89	98	97	557	537	534	NA	7	7	12	15	16	88	75	74	NA	4	3
Economically Disadvantaged	110	566	37534	98	99	98	555	542	547	4	6	4	9	15	15	81	73	76	6	7	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

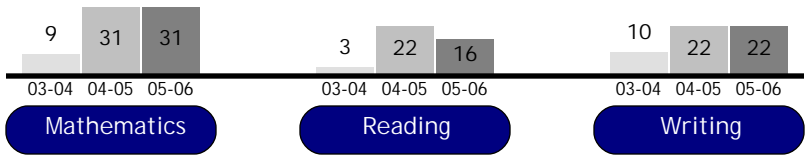
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	NA	NA	58	98	13	22	47	100	18	21	46
	Language	88	NA	9	50	98	16	28	47	100	22	27	48
	Mathematics	90	NA	29	64	98	24	36	50	100	25	30	52
3	Reading	96	13	NA	55	99	12	19	44	98	14	18	46
	Language	97	32	31	61	99	15	22	44	98	15	21	46
	Mathematics	97	54	44	61	99	25	31	51	98	22	28	52
4	Reading	94	10	NA	56	95	20	24	48	99	17	24	52
	Language	96	17	23	52	95	23	28	49	99	20	27	52
	Mathematics	96	23	43	61	95	35	35	53	99	27	35	58
5	Reading	88	12	NA	55	100	22	27	50	94	18	24	56
	Language	90	18	25	49	100	29	33	50	94	20	28	54
	Mathematics	90	33	45	63	100	29	34	49	94	24	32	52
6	Reading	91	19	NA	56	100	25	31	51	100	30	34	56
	Language	99	15	27	48	100	27	33	47	100	35	34	50
	Mathematics	99	46	62	66	100	39	42	52	100	44	44	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert View Elementary

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Develop Parent Classes
- Ü Review Crisis Management Plan
- Ü Parental Involvement
- Ü Develop an Annual Improvement Plan
- Ü Review Curriculum & Resources
- Ü Assist in Meeting Board Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	3.00	Teacher Aide	5.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	8	0	0
4 to 6 years	4	5	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	1
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Center
- Ü Separate Gym & Cafeteria

Extracurricular Activities

- Ü Student Council
- Ü Band and Strings
- Ü Dance Club
- Ü Intramural Sports
- Ü Math Club
- Ü Writing Club

Social Services

- Ü Parent Teacher Organization
- Ü Parent Liaison
- Ü Full time School Counselor
- Ü Part time Family Migrant Counselor
- Ü School Bell Program
- Ü School Based Health Clinic
- Ü Parent Classes
- Ü Technology Classes

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Full time school counselor for classroom, group and individual student support. Part time Migrant Counselor to support students and their families. The implementation of Character Counts. This program has several components; Daily messages, writing and rewarding certificates. Security personnel stationed at school boundary gates. Crisis management plan.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mr. Jose J. Ureña	(928) 627-6915
Transportation Policy	Mrs. Connie Ray	(928) 627-6563
Community Resources	Ms. Karla Sanchez	(928) 627-6915
School Nutrition Programs	Ms. Vicky Arce	(928) 627-6915
Parent Organization	Mr. Javier Nuño	(928) 627-6915
Student Health/Nurse	Ms. Veronica Ruiz	(928) 627-6915

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.